

GRADE LEVEL EXPECTATIONS FOR THE SEVEN ESSENTIAL UNDERSTANDINGS REGARDING MONTANA INDIANS									
Pre-K	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Grades 7-8	Grades 9-12
	Benchmark 4. 2	Benchmark 4.2	Benchmarks 4.6,7	Benchmark 4.7	Benchmark 4.7	Benchmark 8.2	Benchmark 8.2	Benchmark 8.2	Benchmark 12.1
	1. Order events in time. (EU 5)	1. Order events in time. (EU 5)	1. Retell stories about groups of people. (EU 6)	1.Recognize that cultures, traditions, and languages of	1.Identify some cultures, traditions, and languages of	1.Identify some cultures, traditions, and languages of	1.Identify cultures and traditions of various civiliz-	1. Describe how history can be organized and analyzed using various criteria to group people	1. Select and analyze documents, primary and secondary sources (e.g., treaties, oral
			Benchmark 4.6	Montana tribes form the base upon which tribal decisions are made. (EU 1)	Montana tribes that form the base upon which tribal decisions are made. (EU 3)	Montana tribes that form the base upon which tribal decisions are made. (EU 3)	that with Montana tribes. (EU 3)	and events (e.g., chronology, geography, cause and effect, change, conflict, issues, timelines, nomadic trails, migrations, reservation histories). (EU 2, 3, 4, 5, 6, 7)	histories, court decisions current events, tribal publications) that have influenced the legal, political, and constitut-
									ional heritage of Montana Indians. (EU 4-7)
	Benchmark 4.7	Benchmark 4.7	Benchmark 4.7	Benchmark 4.6	Benchmark 4.7	Benchmark 8.2	Benchmark 8.2	Benchmark 8.1	Benchmark 12.2
	2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes.(EU 5).	2. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	3. Identify the many cultures to which he/she is exposed, through materials/activities experienced in learning processes. (EU 1-7)	2.Know that there are diverse origin stories from Montana Indian tribes. (EU 2)	2.Know that each Montana tribe has its own oral history. (EU 3)	2. Compare two or more Montana tribes' unique oral histories. (EU 3)	2. Compare tribal origin stories. (EU 3)	2. Interpret the past using sources (e.g., biographies, documents, diaries, eye witnesses, interviews, primary source materials). (EU 2-6)	2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other (e.g., historical aspect of treaties with Indians). (EU 5)
		Benchmark 4.7	Benchmark 4.7	Benchmark 4.7	Benchmark 4.4			Benchmark 8.5	Benchmark 12.4a
		3. Identify his/her tribal member-ship, or tribes nearby. (EU 1)	4. Identify his/her tribal member-ship, or tribes nearby. (EU 1)	3. Identify his/her tribal member-ship, or tribes nearby. (EU 1)	3. Identify and describe famous people from Montana tribes, (e.g., elders, council members, historical figures). (EU 1, 2, 3, 6)			3. Identify major contributions and discoveries of Indian peoples and tribes, and describe their effects on society. EU 2, 3, 6)	3. Analyze significance of important people, events, and ideas in the major eras/civilizations in the history of Montana Indians. (EU 4-7)
				Benchmark 4.2					Benchmark 12.6
				4. Know the importance of family and tribal relationships. (EU 1, 2,6)				Benchmark 8.4	4. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints, values (e.g., freedom, equality, privacy) in the major eras/civilizations (Colonization Period, Treaty Period, Allotment Period, Boarding School
									Indian cultures (e.g., assim-



